<table>
<thead>
<tr>
<th>DEPARTMENT:</th>
<th>Academic Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRICULUM:</td>
<td>Visual, Literary and Performing Arts</td>
</tr>
<tr>
<td>COURSE TITLE:</td>
<td>The Art of Reading</td>
</tr>
<tr>
<td>COURSE NUMBER:</td>
<td>ENGL 109</td>
</tr>
<tr>
<td>TYPE OF COURSE:</td>
<td>Academic Transfer</td>
</tr>
<tr>
<td>Special Requirement Met:</td>
<td>None</td>
</tr>
<tr>
<td>AREA(S) OF KNOWLEDGE:</td>
<td>Language and Speech</td>
</tr>
<tr>
<td>COURSE LENGTH:</td>
<td>1 quarter</td>
</tr>
<tr>
<td>CREDIT HOURS:</td>
<td>1 - 5</td>
</tr>
<tr>
<td>LECTURE HOURS:</td>
<td>11 - 55</td>
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<tr>
<td>LAB HOURS:</td>
<td>0</td>
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<td>CLASS SIZE:</td>
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<td>PREREQUISITES:</td>
<td>Appropriate placement testing</td>
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**COURSE DESCRIPTION:**

This course offers students a variety of experiences in college-level reading. Emphasis is on the critical analysis of works selected from across the disciplines. Students develop a strategic approach to efficient reading and active learning.
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STUDENT LEARNING OUTCOMES ADDRESSED:

1. Communication – Read and listed actively to learn and communicate. Speak and write effectively for personal, academic and career purposes.
2. Human Relations - Use social interactive skills to work in groups effectively. Recognize the diversity of cultural influences and values.
4. Technology – Select and use appropriate technological tools for personal, academic and career tasks.
5. Personal Responsibility – Be motivated and able to continue learning and adapt to change. Value one’s own skills, abilities, ideas and art. Take pride in one’s work. Be aware of environmental issues.
6. Information Literacy – Access and evaluate information from a variety of sources and contexts, including technology. Use information to achieve personal, academic, and career goals, as well as to participate in a democratic society.

GENERAL COURSE OBJECTIVES:

At the end of the course the student will:

1. To read and write analytically, critically, reflectively and effectively
2. To evaluate arguments by identifying logical fallacies, false appeals and other manipulative techniques.
3. To actively read and mark, narrative and expository works
4. To consider and examine the written word as a tool of communications, persuasion, and self-expression
5. To employ analysis and synthesis in developing a personalized study-reading strategy.
6. To use meta cognition as a guiding principle for monitoring, regulating and evaluating one’s learning
7. To engage in collaborative work through groups, classroom activities, and formal and informal discussion.

TOPICAL OUTLINE

I. The scope of reading
   a. Reading as an informative act
   b. Reading as a creative act
   c. Reading as an interpretive act
   d. Reading as an interactive act
   e. Reading as a social act
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TOPICAL OUTLINE (cont.)

II. Getting involved with the text
   a. Reading responses
      i. Rapid reading
      ii. Active reading
      iii. Close reading
      iv. Responsive reading
   b. Writing to enhance learning
      i. Marking
      ii. Annotation
      iii. Summarizing
      iv. Paraphrasing
      v. Questioning
      vi. Reflecting
      vii. Responding
      viii. Note taking
      ix. Cognitive mapping
      x. Analyzing and evaluating
   c. Making meaningful/thinking critically
      i. Analyzing structural elements
      ii. Identifying rhetorical patterns
      iii. Identifying purpose and audience
      iv. Inferring meaning and drawing conclusions
      v. Observing elements of style
      vi. Determining the effectiveness of stylistic devices
      vii. Determining mood/tone
      viii. Analyzing and evaluating arguments
      ix. Comparing, contrasting and synthesizing ideas and view points from related readings
      x. Judging credibility and recognizing manipulation
      xi. Identifying and challenging assumptions and beliefs
   d. Learning in a community
      i. Participate in class discussion
      ii. Engage in small group activities and discussion
      iii. Give constructive feedback and share opinions on assignments

REVISED BY: Dolores Mirabella
DATE: April 2008
1. To read and write analytically, critically, reflectively and effectively
2. To evaluate arguments by identifying logical fallacies, false appeals and other manipulative techniques.
3. To actively read and mark, narrative and expository works representative to the literary arts; individuals, cultures and societies; and the natural world.
4. To consider and examine the written word as a tool of communications, persuasion, and self-expression.
5. To employ analysis and synthesis in developing a personalized study-reading strategy.
6. To use meta-cognition as a guiding principle for monitoring, regulating and evaluating one’s learning.
7. To engage in collaborative work through groups, classroom activities and formal and informal discussion.
8. To use print and electronic sources for basic research.